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23 November 2011

Mr L Keel  
The Headteacher  
The Kilburn Park School Foundation  
Malvern Road  
London  
NW6 5RG

Dear Mr Keel

**Special measures: monitoring inspection of The Kilburn Park School Foundation**

Following my visit to your school on 22 and 23 November 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in March 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since the last monitoring inspection – good.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Brent.

Yours sincerely

Daniel Towl  
Her Majesty's Inspector

## Annex

### **The areas for improvement identified during the inspection which took place in March 2010.**

- Accelerate pupils' learning by:
  - ensuring that the more-able pupils are consistently challenged in lessons
  - making better use of assessment information to plan activities that move the learning of all pupils forward more rapidly
  - adopting strategies that engage pupils more so that they can take greater ownership of their learning
  - making better use of time in lessons to increase the pace of learning.
- Develop a more effective curriculum that:
  - builds continuously from the pupils' experiences in Key Stage 1
  - promotes key skills, particularly writing, systematically across subjects
  - makes learning more interesting by linking subjects more closely.
- Ensure a consistent approach to marking to help pupils know how to improve their work so that:
  - teachers provide a clear evaluation of pupils' strengths and the next important steps for their learning
  - pupils are more involved in setting their targets and assessing their progress and that of others
  - pupils are clear about their targets and receive clear written feedback on how to achieve them.
- Generate a greater capacity for sustaining improvements in the school by:
  - introducing a cycle of self-evaluation with all of those involved in the work of the school, including the governing body
  - focusing improvement planning on specific action and measurable targets to improve teaching, eliminate inadequate lessons and raise pupils' achievement checking the progress of pupils towards challenging targets more regularly so that action can be taken rapidly to eliminate any underachievement.

## **Special measures: monitoring of Kilburn Park School Foundation**

### **Report from the fourth monitoring inspection on 22 and 23 November 2011**

#### **Evidence**

The inspector scrutinised school documents and pupils' work, observed lessons and met with the headteacher, senior staff, assessment coordinator, English and mathematics leaders, a group of pupils, the chair of the governing body, and a representative from the local authority.

#### **Context**

Since the last monitoring inspection there have been further changes to the teaching staff. One change occurred after the start of the term. The school unexpectedly admitted seventeen new pupils to the school after the beginning of the school year, all of whom spoke no English or were at a very early stage of learning English.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Pupils' achievements continue to improve especially in English. Attainment in reading is broadly average and is higher than in writing and mathematics. In the most recent national assessments pupils who received free school meals and those who had additional support for their special educational needs and/or disabilities made better progress than similar groups nationally, reflecting the good support that they received. The performance of girls and some pupils of Black backgrounds was not as good as it should have been, especially in mathematics. The proportion of pupils who reached the higher levels for both English and mathematics was average, matching the national picture. This reflects the school's success in improving the way it is meeting the needs of higher attaining pupils.

Senior leaders are very aware that, although improving, progress remains uneven across the school. Progress in mathematics does not reflect the better progress in English. Further specific steps have been taken by senior leaders to address this matter.

In lessons observed pupils' progress was mostly satisfactory, reflecting the quality teaching. Pupils' attitudes to learning remain positive. Year 6 pupils say that they enjoy their lessons and are pleased with their progress. They had a good understanding of what was expected of them academically and of the levels at which they are currently working. Most pupils are willing to work hard, are responsive in lessons and keen to answer questions. Whilst it is evident that some pupils are making accelerated progress, this is not yet consistent enough in both English and mathematics and in all year groups and classes. The school is very alert to the needs of its most vulnerable pupils and can demonstrate that it continues to support

successfully their academic achievements and all-round personal development; improving behaviour and increasing attendance.

Progress since the last inspection on the areas of improvement:

- accelerate pupils' learning – satisfactory.

### **Other relevant pupil outcomes**

Overall behaviour is good. This, and the mostly positive attitudes in lessons, successfully supports pupils' learning. Attendance since the start of year is high. In discussion with the inspector, Year 6 pupils said they felt safe in school but were aware that sometimes behaviour was not as good as it should be in the playground at breaktimes. Pupils were confident while talking about their achievements.

### **The effectiveness of provision**

Teaching remains satisfactory overall, but it is more consistent across the school than it was. Some good teaching was observed during the inspection. The quality and accuracy of assessment is improving. There is a greater awareness amongst teachers about the progress of their pupils. This is helping them to plan more accurately activities that will meet pupils' needs. Senior leaders' own monitoring and lesson observations and scrutiny of books during the inspection highlight that the teaching of mathematics is not consistently strong enough to accelerate progress.

Relationships between staff and pupils continue to be good. In the better lessons, which accounts for about one third of sessions, the pace of learning is managed successfully to ensure that pupils are purposefully engaged. Pupils are willing to take part in discussions and ready to answer questions. This helps teachers gauge pupils' understanding. However, weaknesses remain.

- There is a lack of lack of precision in teaching of some subject-specific skills, especially in mathematics.
- Paired discussion between pupils is sometimes over used; the quality of dialogue is not high enough and the outcomes are not used effectively to improve learning.
- Pupils' independent activities are not always thought through well enough by teachers to ensure that purposeful learning takes place.

There are examples of excellent support by teaching assistants working with individuals and groups of pupils. This enables lower attaining pupils to make good progress and successfully helps them understand what is expected. The Dolphin Centre, a nurture group to support more vulnerable pupils, continues to improve the rigour of its work. The curriculum and assessment procedures in the Dolphin Centre are now fully aligned with the main school. This is a very positive development.

Pupils new to the school, with little or no English, have been well supported and are making good progress.

Senior leaders have maintained an appropriate focus on developing key curriculum areas and the quality of teaching and learning. There has been a thorough analysis of mathematics teaching and curriculum which was supported effectively by the local authority. This has led to changes in the mathematics schemes of work so that there is a more systematic approach to teaching particular skills, especially in 'using and applying' mathematics. It is too early to determine the impact of these changes on pupils' learning and achievements. The school is continuing to focus on the development of pupils' writing, the assessment of which is now much more thorough.

Progress since the last inspection on the areas of improvement:

- develop a more effective curriculum – satisfactory
- ensure a more consistent approach to marking so that pupils know how to improve their work – good.

### **The effectiveness of leadership and management**

Senior leaders have been successful in further developing the capacity of management at all levels. The leadership of English and mathematics is now better. There are clear development plans for each subject area. A key aspect of both plans is improving teachers' subject knowledge, which is an appropriate focus in order to improve the quality of teaching so that more is consistently good. Subject leaders are motivated and take their roles very seriously. Robust action has been taken by senior leaders to improve teaching. Staff changes have been managed effectively. However, because of the necessary changes to staffing and roles and responsibilities, the impact on raising achievement by improving teaching and learning has not yet been fully realised.

Analysis of the most recent assessment information is good. It provides a clear view of how all pupils are progressing. This information is increasingly used to inform discussion between senior leaders and class teachers. Staff say that they feel well supported. There is a clear sense of commitment and common purpose to improve the outcomes for pupils. The expertise of the governing body has been increased. Governors are becoming more and more challenging of school leaders to ensure that planned improvements are carried out effectively.

Progress since the last inspection on the areas for improvement:

- generate a greater capacity for sustaining improvement in the school – good.

### **External support**

The local authority continues to have a positive impact, supporting the school effectively. In particular there has been a further thorough scrutiny of mathematics teaching and learning. This has led to clearer views of what the school needs to do

to improve pupils' achievements in this key area. Further support has enabled subject leaders to develop their skills of lesson observation and this has increased their own expertise and enabled them to gain a clearer view of the overall quality of teaching.